



SPENNITHORNE CE PRIMARY SCHOOL

ASSESSMENT POLICY

1 Introduction

- 1.1 We believe that effective assessment provides information to improve teaching and learning. To do this in our school, we undertake two different but complementary types of assessment: assessment for learning and assessment of learning.
- 1.2 Assessment for learning (formative assessment) involves the use of assessment in the classroom to raise pupil achievement. It is based on the idea that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim, and how they can achieve this aim (i.e. to close the gap in their knowledge).
- 1.3 Assessment of learning (summative assessment) involves judging pupils' performance against national standards. Staff may make these judgements at the end of a unit of work, of a year, or of a key stage. Test results, too, describe pupil performance, in terms of levels.
- 1.4 We give our children regular feedback on their learning so that they understand what it is that they need to do better. Research has shown that their involvement in the review process raises standards, and that it empowers pupils to take action towards improving their performance.

2 Objectives

- 2.1 The objectives of assessment in our school are:
 - to enable our children to demonstrate what they know, understand and can do in their work;
 - to help our children recognise the standards to aim for, and to understand what they need to do next to improve their work;
 - to allow staff to plan work that accurately reflects the needs of each child; (personalised learning)
 - to provide regular information for parents that enables them to support their child's learning;
 - to provide the head teacher and governors with information that allows them to make judgements about the effectiveness of the school.

3 Planning for assessment

- 3.1 We use our school's long term plan to guide our teaching. In this plan, we set out the aims, objectives and values of our school, and give details of what is to be taught to each year group. In our medium term plans, we also identify opportunities for assessment within each broad unit of work.
- 3.2 To support our teaching, we use the Development Matters-Ages and Stages and the National Curriculum KPI.
- 3.3 We plan our lessons with clear learning objectives. We base these upon the staff's detailed knowledge of each child. We strive to ensure that all tasks set are appropriate to each child's ability.
- 3.4 Staff always share the lesson's learning objective (I can) with the children as the lesson begins. They also indicate the way in which the activity is linked to the learning objective, and the success criteria against which the work will be judged.
- 3.5 Staff ask well phrased questions and analyse pupils' responses to find out what they know, understand and can do, and to reveal their misconceptions.
- 3.6 Staff make a note of achievements and use this information when planning for the next lesson. We also keep this information as a record of the progress made by the class.
- 3.7 Staff carry out a regular programme of assessment which includes both formative and summative assessments.

4 Target-setting

- 4.1 We set targets in Mathematics and English for all our children, during each academic year. We discuss individual targets where necessary, and communicate these to parents in planners/reading records. We

review the progress of each child on a regular basis with children setting their own targets, with guidance from the class teacher.

4.2 Our school sets:

- Whole school target areas (through the school development plan)
- Whole school curriculum targets in the core subjects of English and Maths
- Individual targets

4.3 We also set targets for other areas of work in school such as attendance, exclusion etc. We encourage the children to set targets themselves, linked to the "I CAN" statements. Targets are recorded and the staff review these with each child on a regular basis.

5 Recording

5.1 We recognise various methods of assessing a child's learning. The type of assessment that we make varies from subject to subject. We find it unnecessary to keep a formal record of all these assessments.

5.2 In Foundation Subjects, we record only those pupils who fail to meet the planned learning objective, or who achieve more than was planned, so that we can take the needs of these pupils into account when planning for the next lesson. Where the majority of the class makes the planned progress, there is, of course, no need to record this, and we use our annotated lesson plans as a record of progress measured against learning objectives.

5.3 In the core subjects, we take the objectives for individual lessons from the broad learning objectives within the curriculum. These in turn reflect the demands of the National Curriculum. Our staff record the progress of each child against these broad objectives. This enables them to make a judgement about the work of each child in relation to the National Curriculum KPI and statements. This allows us to monitor the progress of each child. Each Staff passes this information on to the next Staff at the end of each year.

5.4 In literacy and mathematics, objectives are selected depending on the needs of the children.

6 Reporting to parents

6.1 We have a range of strategies that keep parents fully informed of their child's progress in school. We encourage parents to contact the school if they have concerns about any aspect of their child's work.

6.2 Each term, we offer parents the opportunity to meet their child's teacher. At the first meeting of the school year, we discuss progress and possibly targets that we have identified for their child. At the second meeting of the year (which we hold during the spring term), we evaluate their child's progress as measured against the targets. At the third (optional) meeting of the year, we review their child's written report and the targets identified in it for the next school year (see next paragraph).

6.3 During the summer term, we give all parents a written report of their child's progress and achievements during the year. In this report, we also identify target areas for the next school year. We write individual comments on all subjects of the National Curriculum and on religious education.

6.4 In reports for pupils in Year 2 and Year 6, we also provide details of the attainment achieved in the National Curriculum tests. (English, Maths)

6.5 We offer parents of pupils in FS2 the opportunity to discuss their child's Foundation Stage Profile (FSP) with their child's teacher on a termly basis

6.6 We keep records to chart children's progress through their time at our school.

6.7 We encourage parents to become involved in their children's learning. This is especially in case in FS2 with the learning journals.

7.1 We believe that feedback to pupils is very important, as it tells them how well they have done, and what they need to do next in order to improve their work. We have an agreed code for marking, as this ensures that we all mark in the same way, and the children learn to understand it.

7.2 We give children verbal feedback on their work whenever possible. We usually do this when the children are working during the lesson, although we sometimes give feedback on a particular lesson at the beginning of the next one. When lesson time does not allow for verbal feedback, we write comments on the children's work during marking. We give written comments to children in KS1 and 2 (2 goods and a wish)

7.3 When we give written feedback to a child, we follow guidelines from our marking and feedback policy.

- 7.4 Having children assess or feedback on their own or each other's work can be very effective, because it enables them to clarify their ideas on progressing to the next step. This must be carefully managed, to avoid unhelpful comparisons through the use of marking guidelines and contracts.
- 7.5 Within KS2 which is more effective, we endeavour to give time at the beginning of each lesson for the children to absorb any comments written on their work, to answer any questions written on it by the staff, and also to ask any questions of their own. There may also be improvements they can work on during this time. We start the lesson in this way in order to ensure that the time our staff spend on marking really has an impact. We believe that learning is maximised when children enter into a dialogue about their work. In Ks1, it is our aim to start this in the summer term.

8 Inclusion and assessment for learning

- 8.1 Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils.
- 8.2 We achieve educational inclusion by continually reviewing what we do, by monitoring data, and through asking ourselves questions about the performance of these individuals and groups of pupils. In this way, we make judgements about how successful we are being at promoting racial and gender equality, and including pupils with disabilities or specific educational needs. Children who we have identified as being more able and talented (MAT) are also supported to develop their mastery of subjects in which they excel within their cohort.
- 8.3 We believe it is of vital importance that the children are involved in the AfL process. A child can not improve effectively if they do not know the next steps they need to take in order to improve.

9 Moderation of standards

- 9.1 All core subject leaders study examples of children's work within their subject area. All our staff discuss these pieces of work against our school's chosen assessment systems, so that they have a common understanding of the expectations in core subjects. By doing this, we ensure that we make consistent judgements about standards in the school.
- 9.2 It is each subject leader's responsibility to ensure that the samples that they keep of children's work reflect the full range of ability within each subject.

10 Monitoring and review

- 10.1 Our assessment coordinator is responsible for monitoring the implementation of this policy. We allocate special time for this task. The coordinator uses this time to inspect samples of the children's work, and to observe the policy being implemented in the classroom.
- 10.2 This policy will be reviewed in line with the school policy review cycle.

SIGNED	DATE	POSITION

Date:

Agreed timetable of Assessment

	START OF TERM	END OF AUT TERM	END OF SPRING TERM	SUMMER TERM
F/STAGE	BASE LINE	DEVELOPMENT MATTERS	DEVELOPMENT MATTERS	DEVELOPMENT MATTERS FSP
YR 1	<p>UPDATE TARGET TRACKER USE BIG WRITE EXAMPLES COLLATED FROM THE TERM TO ASSESS WRITING PROGRESS USING SCHOOL MADE GRIDS MATHS PROGRESS TEST (PUMA) READING PROGRESS TEST (PIRA) PIVATS <u>CHILDREN EMERGING IN FS, NEED TO CONTINUE WITH DM</u></p>	<p>UPDATE TARGET TRACKER USE BIG WRITE EXAMPLES COLLATED FROM THE TERM TO ASSESS WRITING PROGRESS USING SCHOOL MADE GRIDS MATHS PROGRESS TEST (PUMA) READING PROGRESS TEST (PIRA) PIVATS</p>	<p>UPDATE TARGET TRACKER USE BIG WRITE EXAMPLES COLLATED FROM THE TERM TO ASSESS WRITING PROGRESS USING SCHOOL MADE GRIDS MATHS PROGRESS TEST (PUMA) READING PROGRESS TEST (PIRA) PIVATS</p>	<p>UPDATE TARGET TRACKER USE BIG WRITE EXAMPLES COLLATED FROM THE TERM TO ASSESS WRITING PROGRESS USING SCHOOL MADE GRIDS MATHS PROGRESS TEST (PUMA) READING PROGRESS TEST (PIRA) PIVATS PHONICS SCREENING</p>
YR 2	<p>UPDATE TARGET TRACKER USE BIG WRITE EXAMPLES COLLATED FROM THE TERM TO ASSESS WRITING PROGRESS USING SCHOOL MADE GRIDS MATHS PROGRESS TEST (PUMA)</p>	<p>UPDATE TARGET TRACKER USE BIG WRITE EXAMPLES COLLATED FROM THE TERM TO ASSESS WRITING PROGRESS USING SCHOOL MADE GRIDS MATHS PROGRESS TEST (PUMA) GSP PROGRESS TESTS (RISING STARS) READING PROGRESS TEST (PIRA) PIVATS</p>	<p>YEAR 2 SATS PIVATS VERNON SPELLING TEST SATs SCORES PIVATS VERNON SPELLING TEST</p>	<p>UPDATE TARGET TRACKER USE BIG WRITE EXAMPLES COLLATED FROM THE TERM TO ASSESS WRITING PROGRESS MATHS PROGRESS TEST (PUMA) GSP PROGRESS TESTS (RISING STARS) READING PROGRESS TEST (PIRA) PIVATS VERNONS SPELLING TEST</p> <p>SATS TEST PIVATS VERNON SPELLING TEST</p>
YR 3	<p>MATHS PROGRESS TEST (PUMA) GSP PROGRESS TESTS (RISING STARS) READING PROGRESS TEST (PIRA) PIVATS</p>	<p>GSP PROGRESS TESTS (RISING STARS) READING PROGRESS TEST (PIRA) PIVATS</p>		
YR 4				
YR 5				
YR 6				